



Ashburton Christian School

School Charter – 2019

Mission Statement

“We desire to provide a quality Christian environment and education that develops each child’s character and God-given gifts and abilities”

ACS Establishment Board of Trustees

Board Chair: Joyce Stowell

Principal: Tim Kuipers



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LEGAL REQUIREMENTS OF A CHARTER

The Education Act 1989 requires every school to have a Charter.

A Charter is:

- A document that outlines your school's vision and values and the important education goals and pupil outcomes your school is striving to meet or improve.
- A tool to assist your Board to make decisions aimed at raising pupil achievement.
- A document that contains your school's main targets for raising pupil achievement and the measures that will be taken to achieve these targets.

The role of the Board is to prepare and maintain the School Charter. A Charter must contain:

- A strategic section that sets out, for the next three to five years, the Board's aims, objectives, directions, and priorities for raising pupil achievement (including any aims or objectives that designate the school's special characteristics or its Special Character).
- An annually updated section that sets out for the relevant year the Board's aims, directions, objectives and priorities relating to raising pupil achievement, and sets targets for the key activities and achievement of objectives for the year (including National Standards).

A successful Charter will communicate, for the school and its wider community:

- The steps the school is taking to improve learning outcomes for all their pupils.
- The school's vision and direction, its goals for the long and short term.
- Its approach to meeting its legal responsibilities.
- The school's approach to meeting national and local priorities for education.

The Charter is therefore also an accountability instrument for the purposes of a school's funding.

Since the Charter is a planning document that sets out the school's objectives and targets for the year, it is important that it is completed within the first few weeks of the school year – then it can be effective in guiding the activities of your school.

A copy of the Charter must be sent to the Ministry of Education each year.

WHO WE ARE

HISTORY

Ashburton Christian School had its beginnings in the work of Keith and Rosemary Townshend who called public meetings and initiated proceedings during 2005 resulting in the formation of the Ashburton Christian Schools Trust (ACST). The school opened as a private school in 2009 with a roll of 27 and integrated in 2011. In 2012 the school was approved to extend classes to Year 9 in 2013 and 10 the following year. The school is currently at its maximum roll of 120 with a waiting list established.

BUILDINGS

The school has an extensively refurbished homestead for its administration together with six classrooms, a dedicated science laboratory and a room for the Mid-Canterbury one day school (NZCGE). A playing field, hard-court and parking area have all been established. Junior and senior playgrounds are complete and a 5 to 10 year landscaping plan is in place. The school has recently acquired three additional classrooms in two 1990s relocatable buildings with landscaping and renovation work yet to be completed.

FUTURE

It is the board's desire to expand the school to offer more Christian parents the choice of Christian education in what is a growing area of Canterbury. This will entail working with the Christian Schools Trust (CST), the school proprietors, and the Ashburton Christian Schools Trust (ACST), the owners of the property, to provide additional educational provisions, land and buildings based on a careful analysis of future demand.

SPECIAL CHARACTER STATEMENT

Monitoring our school's Special Character is primarily the responsibility of the Christian School's Trust, the proprietor of ACS. It is monitored yearly by the Board of Trustees and is incorporated into our strategic plan. This includes a report tabled annually at a CST meeting. The Special Character forms the rationale for the existence of the school. All our activities, the implementation of National Education and Administration Guidelines and National Education Priorities and National Curriculum Document Frameworks are underpinned and influenced by the Special Character.

Our special character is articulated through our school's motto, mission and vision. These have their foundation in our Statement of Faith which, in turn, has its foundation in the Scriptures. Each staff member is required to sign the Statement of Faith and, in so doing, subscribes to the special character of Ashburton Christian School. Parents also either sign that they agree to (preference families) or will not oppose (non-preference families) the statement of faith.

STATEMENT OF FAITH

I believe in:

1. The unity of the Father, the Son and the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture, as originally given and its supreme authority in all matters of faith and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering humankind subject to God's wrath and condemnation.
5. Redemption from the guilt, penalty, pollution and power of sin only through the sacrificial death (as our representative and substitute) of Jesus Christ, the Incarnate Son of God.
6. The bodily resurrection of Jesus Christ from the dead, His ascension, His mediatorial work and His personal return in power and glory.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner, granting repentance toward God and faith in Jesus Christ.
8. The indwelling and sanctifying work of the Holy Spirit in the believer.
9. The one holy, universal church, which is the Body of Christ, to which all true believers belong and in which they are united through the Spirit.
10. The resurrection of the body, and life everlasting.

THE SCHOOL GUIDING STATEMENTS:

Motto: 'Soli Deo Gloria' (to God Alone the Glory)

Vision: 'To grow people who Love, Know, Serve and Impact

Love God, Others, Self, World

Know God's story and our place in it

Serve Faithful with our Gifts and Talents

Impact Bring God's Kingdom to Earth

Mission: 'To provide a quality Christian environment and education that develops each child's character and God-given gifts and abilities'

CULTURAL DIVERSITY AND MAORI DIMENSION

HOW WILL THE SCHOOL REFLECT NEW ZEALAND'S CULTURAL DIVERSITY?

- By ensuring that all cultures are respected and maintained by all who attend and are linked to this school. By being "all things to all people", in the spirit of 1 Corinthians 9:19-23.
- By acknowledging that the values and customary rights of the significant groups in New Zealand society (Pakeha and Maori) are mutually respected and given impetus at school
- By having a curriculum which reflect and honour the cultural identities of students, staff and the community
- By liaising with leaders in the community to support and advise the school on cultural matters

HOW WILL THE SCHOOL REFLECT THE UNIQUE POSITION OF THE MAORI CULTURE?

- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori
- By consulting advisors to assist in the development of Maori incentives and programmes
- By encouraging students to attend Maori cultural activities that may be available in the school

WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM?

- By integrating Tikanga Maori into the school's curriculum

WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF THE SCHOOL'S MAORI COMMUNITY?

- By consulting with the Maori community

COMMITMENT OF THE ASHBURTON CHRISTIAN SCHOOL BOARD OF TRUSTEES

NAG1 CURRICULUM DELIVERY

Implement teaching and learning programmes based on the essential learning areas and skills. The emphasis will be on the National Education Priorities:

- Curriculum success for all
- Improving numeracy and literacy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori outcomes
- Providing a safe learning environment
- Providing career guidance for Years 7 and above
- Maintaining individual records and report to the community and MOE on student achievement

Each year the Board through the principal and staff will develop, revise or confirm its curriculum plan. The plan will set out specific objectives for curriculum delivery and content. The Board will ensure that its curriculum plan sets out the criteria for assessing, recording and reporting on each child's progress, achievements and learning needs. There will be school wide analysis of student achievement data and achievement targets

NAG2 REPORTING, SELF-REVIEW AND COMMUNITY CONSULTATION

To document and maintain an on-going programme of reporting, self- review and community consultation.

The Board will follow the Triennial Review and Audit Programme below in order to ensure policies serve the needs of the school and school procedures and curriculum adhere to the policies. Reports from reviews will form the basis for deciding priorities for school development and improvement. This school will have a self-improving cycle.

Ashburton Christian School Triennial Review and Audit Programme

Term Meeting	Term 1		Term 2		Term 3		Term 4	
1	2	3	4	5	6	7	8	
Year 1 2019	Charter: Annual Targets, Analysis of Variance ST: Budget	Charter: Approve for sending to MoE CS: Mathematics and Statistics (full report)	ST: Orientation of new trustees ST: Employment audit	GP: Roles & Responsibilities GP: Code of Conduct GP: Chairperson Role ST: Principal's Appraisal	CS: English Reading Listening Viewing OP: Good Employer	OP: Admin and Legal Compliance CS: Technology	Charter: Strategic Thinking and Planning CS: Science	GP: Board Operations ST: Principal's Appraisal
Year 2 2020	Charter: Annual Targets, Analysis of Variance ST: Budget	Charter: Approve for sending to MoE ST: Learning Support CS: Mathematics and Statistics (attainment data only)	ST: Employment Audit CS: Key Competencies	OP: Special Character ST: Principal's Appraisal	CS: English Writing Presenting Speaking	CS: Social Studies OP: Self Review	Charter: Strategic Thinking and Planning CS: Arts	ST: Principal's Appraisal
Year 3 2021	Charter: Annual Targets, Analysis of Variance ST: Budget	Charter: Approve for sending to MoE CS: Mathematics and Statistics (attainment data only) OP: Curriculum Delivery	ST: Employment Audit	OP: Health and Safety ST: Principal's Appraisal	CS: Health and PE	GP: Board Handbook OP: Resource CS: Learning Languages	Charter: Strategic Thinking and Planning CS: Year 9-10 Options	ST: Principal's Appraisal

Charter	Governance Policy [GP]	Operational Policy [OP]	Curriculum Statements [CS]	Special Topics [ST]
<ol style="list-style-type: none"> Annual Targets, Analysis of Variance (all) Approve for sending to MoE (all) Strategic Thinking and Planning (all) 	<ol style="list-style-type: none"> Roles & Responsibilities (y1) Code of Conduct (y1) Chairperson Role (y1) Board Operations (y1) Board Handbook (y3) 	<ol style="list-style-type: none"> Good Employer (y1) Admin & Legal Compliance (y1) Special Character (y2) Self Review (y2) Curriculum Delivery (y3) Health & Safety (y3) Resource (y3) 	<ol style="list-style-type: none"> Mathematics & Statistics (all) Technology (y1) English: Reading, Listening, Viewing (y1) Science (y1) Key Competencies (y2) English: Writing, Presenting, Speaking (y2) Social Studies (y2) Arts (y2) Learning Languages (including Maori) (y3) Health and Physical Education (y3) Year 9-10 Options (y3) 	<ol style="list-style-type: none"> National Standards (all) Budget (all) Principal's Appraisal (all) Orientation of New Trustees (y1) Employment Audit (y1) Learning Support (y2) Other (as needed)

NAG3 PERSONNEL

To promote high levels of staff performance by being a good employer.

In consultation with staff, the Board will have policies to reflect its commitment to being a good employer. Policies will be reviewed regularly and revised as necessary. Resources will be provided according to budgets along with the necessary professional development.

NAG4 FINANCE AND PROPERTY

Allocate funds to reflect school's priorities and monitor and control expenditure. To ensure annual accounts are prepared and audited. To follow conditions of an asset management agreement and implement a maintenance programme for a safe, healthy learning environment for students.

The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts. The Board will comply with the conditions of any current asset management agreement, and prepare and implement an on-going plan of property maintenance and development.

NAG5 HEALTH AND SAFETY

To provide a safe physical, emotional and spiritual environment for students and staff.

The Board will implement an on-going plan, for the provision of health and safety practices. Policies and procedures will reflect a commitment to providing a safe physical and emotional environment for staff, students and the school community.

NAG6 LEGISLATION

To develop systems to comply with all current legislation through policy and procedure.

The school's plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people.

DIFFERENTIATED LEARNING

The Ministry requests information on how differentiated learning is being provided for within the school. We have the following in place:

- Ability grouping in Reading, Writing and Mathematics in classes and across classes
- Extension Literacy classes (Years 6 to 10)
- Extension Mathematics, Science and Writing classes (Years 4 to 10)
- Participation in Mind Plus programme (One day school for gifted) partly funded by ACS
- Teacher Aids for Reading, Writing and Maths for Year 1-6 classes; usually used to reduce pupil teacher ratios and increase teaching time.
- Individual Education Plans established where required
- SENCO appointed
- On Site Learning Support Specialists, funded out of BG, working with pupils in Reading, Writing and Maths

FOUR YEAR STRATEGIC PLAN

PROCEDURAL INFORMATION

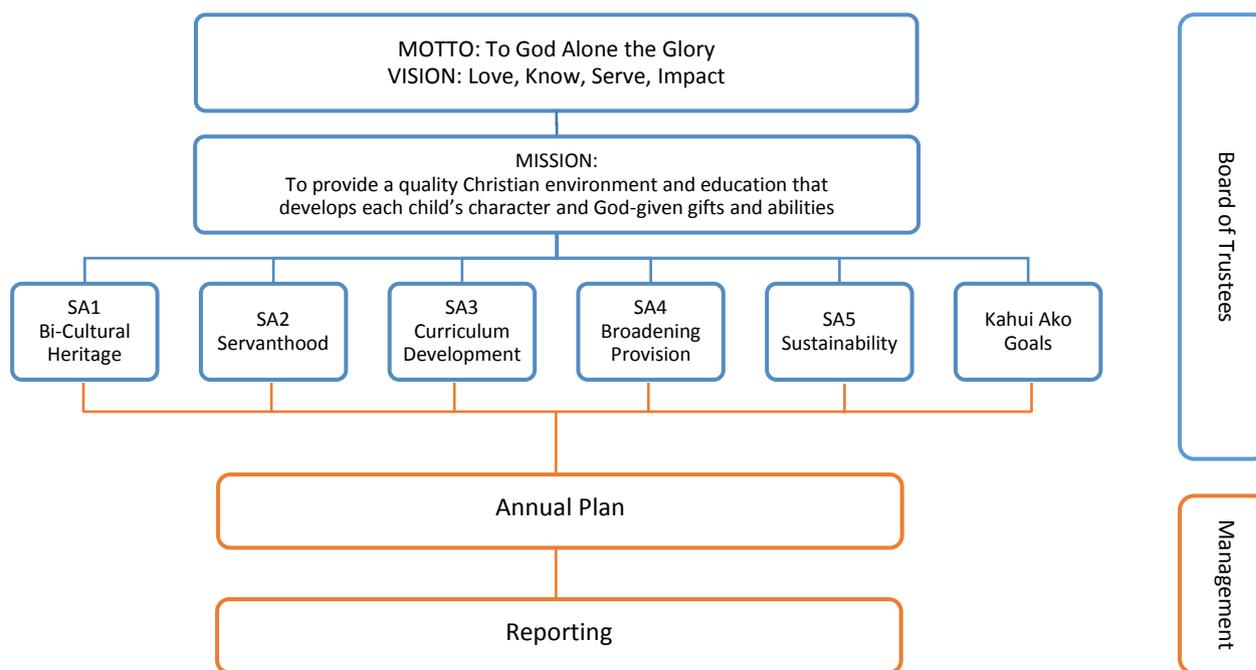
1. The Board operates a 3-year cycle of planning and review.
2. The Board meets twice a term (minimum 7 meetings)
3. The Board maintains a programme of community consultation.
4. The Board's planning year is effectively May to May, even though key documents (Annual Report, Budget, Charter and Strategic Plan) are for a calendar year.
5. A comprehensive review of each calendar year across all the NAG operational areas is completed during Term 1 of the year following. Data from this informs the completion of key documents including providing the necessary information for the analysis of variance.

STRATEGIC PLAN: 2017-2020

The Strategic Aims are developed with the following principles in mind

1. All aims must serve the mission statement
2. All aims are to have goals established
3. All goals must have a rationale based on the school vision and motto
4. The annual plan must set its targets based on these goals

CHART 1: STRATEGIC AIM FLOWCHART



STRATEGIC AIM 1: BI-CULTURAL HERITAGE

That all our young people develop a deep Biblical understanding of our bicultural heritage, and become agents for Christ in Aotearoa, New Zealand, bringing gospel peace, justice, and unity, in our school and in society throughout their lives.

RATIONALE WITH VISION

- Love: All people may be drawn together through the love of Christ working through us
- Know: God's story includes the coming together of two nations in NZ and we need to know the story and our place in it today in light of the gospel.
- Serve: This is a great opportunity to learn how we may serve one another.
- Impact: Part of building God's kingdom is bringing unity between people groups and restoration of past wrongs through the gospel.

MISSION

- To support and develop staff, board and community understanding and implementation of the vision so that we may all be united in our understanding and practice
- To ensure that our practices (including curriculum programme, documentation and campus design) support and grow the vision; and this done in such a way that ensures the vision is carried over by subsequent boards, staff and community.
- To ensure our vision in this Strategic Aim is linked to our other visions; particularly service

GOALS

- 1.1 That we build a shared philosophy (and policy) amongst board and staff that incorporates a Christian response to our bi-cultural heritage
- 1.2 That our buildings and grounds and practices reflect our shared vision
- 1.3 That we have a curriculum that incorporates our shared vision

STRATEGIC AIM 2: SERVANTHOOD

That the teaching and encouragement of a servant heart and opportunities to serve are a strong part of school culture.

RATIONALE WITH VISION

Love: True humble self-less service is an act of loving God. We may express that by loving others or the world (environment) and a school of service will achieve this aspect of the vision

Know: Part of God's story is that we are called to serve and that this service is standard practice for the Christian (Luke, Matthew 20)

Serve: This is the vision statement that directly links to this Aim. Service will encourage the faithful use of our gifts; those specific to us (physical, artistic, linguistic...) and those we all have (time, energy, speech...)

Impact: This aspect of our vision reminds us that our acts of service should often be strategically planned for the growth of God's Kingdom. By doing this our children gain life habits focused on the sharing of the good news of God's coming and here-now Kingdom.

KEY IDEAS

Service is a central part of Jesus teaching (washing feet, who is the greatest) and will be a key component of God's judging of mankind (Matthew 24). Our motive is to be primarily that of thankfulness for Christ's love shown to us on the cross. We understand this concept may be vague to young children but may strengthen over time. Establishing the habits of serving alongside what we teach and learn ensures the children link learning with doing, knowing with serving. Therefore, wherever practical, units of work ought to have a component of service in action. There is also value in developing stand-alone service activities.

GOALS

- 2.1 That each age group of the school develops a purely service component in their programme
- 2.2 That each age group of the school integrates a service component to each unit where practical.

STRATEGIC AIM 3: CURRICULUM DEVELOPMENT

That, by 2020, ACS complete a review and re-development of its curriculum programme in light of Scripture, the school vision and current educational theory and debate.

RATIONALE WITH VISION

There is a great deal of talk about Modern Learning Pedagogies and the like. There appears to be evidence that schools need to change from the model they have operated over the last 100 years to reflect changes in the world. These claims are strongly worded and gaining many followers. It is very important that Christian Schools maintain their strong Biblical vision but also be able to understand the times and live as lights in those times. For this reason, ACS need to critique current thinking and develop a considered response. This critiquing has been part of the principal's journey over the last two years and he is ready to lead change within the school.

GOALS

- 3.1 That key competencies become a central part of the curriculum.
- 3.2 That concept based learning be a key part of the learning programme.
- 3.3 That we critique and adopt the opportunities offered through ICT that are consistent with our vision and our understanding of the times.
- 3.4 That curriculum developments improve Reading Writing and Mathematics results.

STRATEGIC AIM 4: BROADENING PROVISION OF CHRISTIAN EDUCATION

a) That we have an international school established for the purpose of serving our local and international community.

b) That we investigate the viability of offering Year 11 to 13 at ACS.

RATIONALE WITH VISION

Love: a) This is a clear chance for children to grow in grace toward those from other cultures and b) provide an option to those families that desire a full Year 1-13 Christian Education.

Know: a) God's story is always a blending of cultures, even in Old Testament times and the promise to Abraham to bless all nations and made clear in the time of Pentecost and b) We are able to teach the Christian ethos for life more deeply at the senior levels

Serve and Impact: a) Our children and school community have a wonderful opportunity to build our service of others cross-culturally and b) We are able to more fully develop our young people in lives of service to their community now and in future.

GOALS

- 4.1 That we gain international school status in order to serve the local community requiring and international school.
- 4.2 That we are in a position to implement an international school programme when other Strategic Aim priorities are achieved.
- 4.3 That we investigate and report to the BOT on the educational viability of a Year 1-13 Area school in our community.

STRATEGIC AIM 5: SUSTAINABILITY

The board would like to ensure that the school special character including culture and the quality of teaching and learning, is sustainable into the future.

RATIONALE WITH VISION

As the school has developed certain practices and principles have been embedded. With the reduction in teacher turnover, the institutional knowledge is currently strong. It is a good time to articulate the various practices we have. The main goal is ensuring sustainability. We do not wish to lose any of the progress made when a staff member leaves and also ensure new staff members are fully inducted in the special character of ACS. It will include teachers and support staff.

GOALS

- 5.1 That systems allow good transition for new staff and maintenance of standards for current staff

KAHUI AKO GOALS

The 2016 targets were set against National Standards and were due to be complete in 2018. Data is not yet available and new targets are being worked on.

TARGETS

That thinking skills (including creative, critical, and biblical thinking) are a central feature of the school programme, with a carefully selected concepts and contexts, that build identity and world view that will give children what they need to live wisely as Christians.

LIKELY WORK FLOW PRESSURES

	2019				2020				2021				2022			
Strategic Aim 1: Bi-Cultural Heritage	Light	Light	Light	Light	Medium	Medium	Medium	Medium	Light	Light	Light	Light				
Strategic Aim 2: Servanthood	Light	Light	Medium	Light												
Strategic Aim 3: Curric. Development	Medium	Light	Light	Light	Light											
Strategic Aim 4: Broadening Provision	Heavy	Heavy	Medium													
Strategic Aim 5: Sustainability	Light															

Heavier Work Load – Design, Professional Development and Initiating phase	Heavy
Medium Workload – Implementation Phase	Medium
Light Workload – Review and Adaptation Phase	Light
Unknown	

ANNUAL PLAN

STRATEGIC AIM 1: BI-CULTURAL HERITAGE	
HISTORY/BASELINE	
<p>We have progressed our curriculum and practice. We have passed on the development of a philosophy to the Christian Schools Trust, our proprietor. We will, therefore, put 1.1 and 1.2 on hold till 2020 and continue 1.3. CR&RP has concluded as a mechanism for this, having given us a positive report on our progress. An opportunity has arisen to employ a teacher skilled in teaching Maori language and culture that can build on the current levels being taught to students and increase knowledge of staff.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2019
<p>1.1 That we build a shared philosophy (and policy) amongst board and staff that incorporates a Christian response to our bi-cultural heritage</p> <p>1.2 That our buildings and grounds and practices reflect our shared vision</p> <p>1.3 That we have a curriculum that incorporates our shared vision</p>	<p>i. Consolidate curriculum that incorporates our shared vision (Goal 1.3)</p>
ACTION PLAN	TIMEFRAME
1. Use staff PLD sessions to incorporate curriculum resource into the practice for teachers	All Year
2. Improve the teaching of language and culture	All Year
3. Offer PLD through joint teaching of Maori with expert teacher.	All Year

STRATEGIC AIM 2: SERVANTHOOD	
HISTORY/BASELINE	
<p>There has been a growing desire to build the concept of servanthood into the curriculum. This aim sits in with that desire well. All but one class now has a consistent purely service component in their programme. We have yet to integrate a component to each unit where practical.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2019
<p>2.1 That each age group of the school develops a purely service component in their programme</p> <p>2.2 That each age group of the school integrates a service component to each unit where practical.</p>	<p>1. That each age group of the school develops a purely service component in their programme (target 2.1)</p> <p>2. That at least one unit in the year results in a service activity (target 2.2)</p>
ACTION PLAN	TIMEFRAME
<p>1. Each class teacher continues and reviews the current purely service component in their programme</p>	<p>All year</p>
<p>2. Each class, or combination of classes, has at least one unit in the year resulting in a service component where practical</p>	<p>By year's end</p>

STRATEGIC AIM 3: CURRICULUM DEVELOPMENT

HISTORY/BASELINE

There is a great deal of talk about Modern Learning Pedagogies and the like. There appears to be evidence that schools need to change from the model they have operated over the last 100+ years to reflect changes in the world. These claims are strongly worded and are gaining support at all levels of education. It is very important that Christian Schools maintain their strong Biblical vision but also be able to understand the times and live as lights in those times. For this reason, ACS need to critique current thinking and develop a considered response. This critique has been ongoing, most recently as part of the principal's sabbatical, where the findings can be read in the sabbatical report.

With the critiques in mind, school management desire to make steady considered change to the curriculum. They have, to this point, chosen to pursue making the Key Competencies central to the curriculum, with a focus on the competency of thinking. Good progress has been made in this transition. We find ourselves now in the position of needing to build on and strengthen those practices, so they are sustainable.

On top of this, recent Ashburton College entrance exams have revealed that ACS is producing excellent results Mathematics and Science. Our English results, while adequate for transition, are not at the same level. Consequently, a full review of the English programme will be conducted. Anecdotal evidence suggests that weaknesses in grammar and punctuation are possible hindrances in the understanding and communication of written ideas.

GOALS FROM STRATEGIC AIM

PERFORMANCE TARGETS FOR 2019

3.1 That key competencies become a central part of the curriculum.	i. That we transition our topical based programmes to Concept Based learning programmes (NZCGE) (target 3.2 and 3.3)
3.2 That concept-based learning be a key part of the learning programme.	ii. That we develop a draft statement on Key Competencies at ACS (See SA5: Sustainability & target 3.2)
3.3 That we critique and adopt the opportunities offered through ICT that are consistent with our vision and our understanding of the times.	iii. That we re-write our assessment statement in line with NAGs and our focus on KCs (See SA5: Sustainability & target 3.2)
3.4 That curriculum developments improve Reading Writing and Mathematics results.	iv. That we conduct a review on the English programme (target 3.4)
	v. Continue to establish and provide for target groups in Reading, Writing and Maths (target 3.4)

ACTION PLAN

TIMEFRAME

1. Through ongoing review and discussion, continue our focus on KCs being central to the subjects we teach	Terms 1-3
2. That staff build the conceptual thinking programme through NZCGE PLD.	Terms 1-4
3. That staff conduct a full review into the English programme, to be reported on to the board.	Completed by the end of Term 2
4. That target groups are assessed pre and post interventions to gauge improvements, with the goal of accelerated improvement	Term 1 2019 and Term 1 2020

STRATEGIC AIM 4: BROADENING PROVISION	
HISTORY/BASELINE	
<p>a) In 2018, ACS became a Signatory to the Code of Practice for International Schools. The original purpose in applying was so that we would not need to turn away applicants who have come on occasion. However, it has opened more opportunity, should we wish to take it, in the form of group students and long-stay students. In a recent retreat, the board requested a paper clarifying a possible vision for going beyond the scope of the original purpose.</p> <p>b) The board made the decision in 2018 to put in an application to extend to Year 13. This application is due to the ministry by April.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2019
4.2 That we are in a position to implement an international school programme now that Strategic Aim 4.1 is achieved.	i. Develop a vision position paper for international school (target 4.2).
4.3 That we investigate the viability of offering Year 11 to 13 at ACS.	ii. Consider next steps after the position paper has been discussed (target 4.2)
	iii. Apply to the Ministry by April 2019 to extend provision to Year 13 (target 4.3).

STRATEGIC AIM 5: SUSTAINABILITY	
HISTORY/BASELINE	
<p>Most of the background has been well explained in the rationale within the Strategic Plan above. Further to that, the matter of sustainability has been a concern that has been discussed and considered by key staff. It is timely that we invest into this matter. In the past, leaving staff have taken ideas developed with them. This has potential to lose good practices developed and, consequently, lower student performance. Developing a resource to support sustainability is important for seamless transitions and the upholding of beliefs and good practice. In 2018, the draft version of the <i>Teaching Practice Headquarters</i> was produced and the first subsequent appointment began the first implementation of the 18 month induction process.</p>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2019
5.1 That systems allow good transition for new staff and maintenance of standards for current staff	i. Implement the Induction process as developed in the <i>The Teaching Practice Headquarters</i> .
	ii. Refine <i>The Teaching Practice Headquarters</i> ensuring that the content, where appropriate, is: <ul style="list-style-type: none"> a. researched based b. simple to understood by new staff c. be a working document for all staff
ACTION PLAN	TIMEFRAME
1. That we use the framework inducting new staff members	All year
2. That we refine the content of the sustainability framework called <i>The Teaching Practice Headquarters</i>	All Year

BOARD OF TRUSTEES DECLARATION

The Ashburton Christian School Board of Trustees in accordance with the Education Act 1989 and amendments has prepared the Ashburton Christian School Charter 2019 to establish the mission, aim, objection, directions and targets of the Board that will give effect to the governments National Education Guidelines and the Board’s priorities.

The Charter is a reference for all Board activity.

In the preparation of this Charter the following have been consulted:

- Parents of Pupils
- Board
- Staff
- Proprietors
- Maori Communities
- Pupils
- Other specific _____
- _____
- _____

The Ashburton Christian School Board of Trustees hereby approves the Ashburton Christian School Charter 2019.

Board of Trustees Chairperson

Date